

Wolverton Mill Day Nursery

Inspection report for early years provision

Unique reference number	EY304889
Inspection date	04/02/2009
Inspector	Sylvia Crawford
Setting address	Unit 1A, Walker Avenue, Wolverton Mill, Milton Keynes, Buckinghamshire, MK12 5TW
Telephone number	01908 311147
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Wolverton Mill Day Nursery is one of many nurseries run by Asquith Nurseries Ltd. It opened in 2005 and operates from several rooms in a purpose-built building in the north of Milton Keynes. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register to care for a maximum of 128 children. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 69 children in the early years age group on roll at the nursery. Children come from the local and wider residential areas. The setting supports a number of children with English as an additional language.

The nursery employs 20 staff. Of these, 14 staff, including the manager, hold appropriate early years qualifications. Two staff are currently working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Well developed knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning. Children are welcomed into a warm and inviting environment where they can participate in activities that have been planned around their interests. The nursery promotes inclusive practice well, supporting and including all children through well planned activities, discussion and resources. The manager and staff of the nursery show commitment to improving the quality of care and learning for all children, with positive motivation to continue the process. The nursery is beginning to establish systems for self-evaluation.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop observation and assessment records to identify children's starting points and develop further practice for the evaluation of activities
- develop links with other providers of the Early Years Foundation Stage to ensure children are able to receive the full framework
- ensure that children are able to respect each other's privacy in the pre-school toilets.

The leadership and management of the early years provision

Comprehensive policies and procedures are in place that ensure the needs of all the children are met. The nursery has a robust recruitment and induction procedure and most staff have early years qualifications. Management support the professional development of the staff team through training both in-house and externally.

Safeguarding procedures are consistently implemented to ensure that children are protected. Staff understand the safeguarding children procedures and have an awareness of the importance of recording concerns. All accidents, incidents and the administration of medication follow current guidance. Children are safe at the setting because there is good attention to security. They have a secure entry system with electronic access, a visitor's book is signed and visitors are closely supervised. Risk assessments are carried out on a regular basis to ensure that the environment both indoors and outdoors remains safe and secure.

Parents and carers are involved as partners in promoting children's learning and development and overall care. Staff inform parents about their child's achievements and progress through verbal discussions and developmental files. This ensures children's individual needs are well met. The nursery also provides quality information for parents on the notice boards, through newsletters and by displays of the children's artwork.

Documentation for the safe and efficient management of the setting is in place to successfully promote outcomes for children. There is a new manager and deputy in place who are enthusiastic and committed. The management are developing opportunities for everyone to work for improvement within the setting and they recognise their strengths and areas for improvement. For example, they have plans to develop the foyer into a comfortable area for parents.

The quality and standards of the early years provision

Children are offered good opportunities to help them progress across all areas of learning and development. Staff respond positively to children's interests and enrich their learning experiences by enabling children to initiate play and lead activities. Consequently, children learn to be independent and active learners, for example, older children are encouraged to mix their own paint and learn about consistency and different colours. Children have access to a wide range of good quality resources and equipment enabling them to make choices and decisions about their own play. Most staff offer high levels of interaction with children to extend and support their communication development. Children talk to staff about everyday events, such as the snow and how it feels and how they need to wear warm clothes or they will get cold. Staff make good use of photographs to enable parents to see what their child has been doing during the day. There are also displays in the corridors of artwork and books at child height. Children have exciting opportunities to develop knowledge and understanding of the world around them. For example the nursery has a large African snail that the children care for in rotation and this helps them understand about responsibility. Children enjoy the outside world through activities indoors such as leaves and cones in a tray with the pretend animals.

Children make connections across all areas of learning and think creatively as they gain first hand experiences through play that are interesting and stimulating. For example, they make and listen to music and further explore their creativity through making a guitar with junk modelling. Staff support the children appropriately with

encouragement and praise. Older children understand the nursery rules and have a reward tree. Many short observations are carried out by the staff and transferred into their development file. These show next steps in children's learning but do not clearly show children's starting points. Consequently, children's progress cannot always be tracked. In addition, staff do not consistently evaluate the activities to support future planning. Children enjoy imaginative play and are encouraged and supported by staff to be creative. Children access books freely and enjoy sharing stories with staff and their peers. They learn about numbers and letters through everyday activities as well as focused activities and discussion.

Children benefit from an established key person system supporting their individual care and learning needs. This effective system enables children to build trusting relationships, developing from the valuable two-way communications between staff, individual children and their families.

Children are clearly aware of simple hygiene routines as staff encourage them to wash their hands before snacks and meals and after toileting or messy play to avoid cross-infection. However, children in the pre-school room are not able to respect other's privacy as there are no doors on the toilet cubicles. Staff follow clear guidance regarding children's sickness or any allergies and encourage children to wipe their own noses. Children are developing their self-care skills, for example, the rolling snack time helps them to recognise when they are hungry. They enjoy healthy and nutritious lunches and older children are able to serve themselves. Children have the opportunity to have physical exercise each day in the well equipped garden and really enjoyed the recent snow. Although the nursery provides all children with the Early Years Foundation Stage successfully, staff have yet to establish links with other providers of the framework where children attend.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection that required Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.